

Third Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>3.W.1.1 Students are able to use strategies to write narrative and descriptive pieces. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use the writing process to produce narrative and descriptive pieces with a focused topic and appropriate detail (for example: friendly letters, thank you notes, invitations, poetry, simple directions, response journals, short and/or personal stories); • use strategies to organize ideas in prewriting and drafting (for example: brainstorming, webbing, listing; clear beginning, middle, and end); • use the writing process to respond to a writing prompt within limited time constraints.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>3.W.2.1 Students are able to revise writing to improve clarity of description and action. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use descriptive words to elaborate detail; • replace weak action verbs with verbs more specific to the purpose; • improve sequencing and organization; • conference with others; • use technology tools; • examine literary works that model effective writing.

Third Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>3.W.3.1 Students are able to apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use punctuation and capitalization to clarify meaning (for example: end marks, commas, apostrophes in singular possessives and contractions, quotation marks in simple dialogue, compound proper nouns, proper adjectives, simple titles); • use complete declarative and interrogative sentences, parts of speech, and simple principles of subject/verb agreement in writing (for example: singular and regular plural nouns, action verbs, correct verb tense); • use spelling strategies in drafting and editing (for example: knowledge of words and word parts such as prefixes, suffixes, root words, compound words); • use resources (for example: dictionary, spell check, word walls and lists, personal dictionaries, peers); • edit final copies for mechanics, spelling, and appearance (for example: legible handwriting and/or keyboarding).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>3.W.4.1 Students are able to gather and organize information, and write about simple content area topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use information gathered from interviews, reference books, magazines, and textbooks; • use organizational strategies in planning (for example: webbing, listing); • use a main idea and supporting details to explain what is known about a selected topic (for example: explain mathematical and science processes and thinking).

**Third Grade Writing
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• use multiple strategies to gather, organize, and write with focus and organization in different formats;• generate and revise different forms of writing;• demonstrate consistent control of conventions.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• use appropriate strategies to gather, organize, and write a narrative or descriptive piece;• revise writing to improve clarity of description and action;• use grade appropriate conventions during drafting and editing.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• use limited strategies to gather, organize, and write a narrative and/or descriptive piece of writing;• generate different forms of writing, with support;• begin to show control of conventions.

Third Grade Listening and Viewing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skill, and Example
(Comprehension)	3.L.1.1 Students are able to listen attentively and focus on the speaker. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • make eye contact with and face the speaker; • identify and act on verbal and non-verbal messages; • follow multi-step directions independently.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	3.L.2.1 Students are able to retell or explain what is seen and heard. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • recognize whether information presented is the speaker's opinion or fact; • ask questions to learn the speaker's point of view; • recognize that various approaches are used to influence the listener or viewer.
(Knowledge)	3.L.2.2. Students are able to use technological, artistic, and graphic organization strategies that have been provided to assist in retaining information. For example: video camera, tape recorder, sketches, paintings, models, diagrams, charts, webs

**Third Grade Listening and Viewing
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• listen critically to and focus on the speaker;• summarize what is seen or heard;• use technological, artistic, and graphic organization strategies to assist in retaining information.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• listen attentively to and focus on the speaker;• retell or explain what is seen and heard;• use technological, artistic, and graphic organization strategies that are provided to assist in retaining information.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• listen to the speaker;• retell and explain, with prompting, what is seen or heard;• use simple organizational strategies, with guidance, to assist in retaining information.

Third Grade Speaking Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	3.S.1.1 Students are able to present oral information in a clear and organized manner. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • make brief descriptive presentations that use concrete details to describe people, places, things, or experiences; • present brief oral reports/stories that have a beginning, middle, and ending; • select details specific to the central focus/topic; omit clutter.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	3.S.2.1 Students are able to differentiate between formal and informal language and use descriptive vocabulary when speaking for different purposes. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • express knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure; • use correct subject-verb agreement and appropriate verb tense when speaking; • speak clearly using appropriate pronunciation, rate, and diction; • speak expressively using the appropriate volume and inflection.
(Comprehension)	3.S.2.2 Students are able to participate in informational and dramatic communication activities that incorporate various presentation strategies. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • identify how non-verbal cues convey meaning; • create visual aids to use in oral presentations (for example: pictures, maps, charts, graphs, props); • use technology to enhance messages.

**Third Grade Speaking
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• present oral information in a clear and concise manner, using expanding vocabulary;• differentiate between formal and informal language when speaking for different purposes;• use various presentation strategies.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• present oral information in a clear and concise manner;• differentiate between formal and informal language;• use descriptive vocabulary when speaking for different purposes;• participate in activities that incorporate various presentation strategies.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• present information orally;• recognize types of formal and informal language;• participate in activities that incorporate limited presentation strategies.

**Fourth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.W.1.1 Students are able to use strategies to write narrative and descriptive pieces with focus and organization. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use the writing process to produce narrative, and descriptive, pieces with a focus topic and supporting details; • use strategies to organize ideas in prewriting and drafting (for example: brainstorming, graphic organizers such as webbing, listing, simple outlining, sketching); • use the process strategies to respond to a writing prompt within limited time constraints.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.W.2.1 Students are able to revise writing to improve clarity of meaning and accuracy of content. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use descriptive word choices to elaborate detail; • replace weak action verbs with ones more specific to the purpose; • use revision strategies to improve sequencing and organization; • conference with others; • use technology tools (for example: language, grammar, and spelling checks); • examine literary works that model effective writing (for example: authors' use of descriptive words to describe people, places, and events); • improve fluency by varying sentence length and sentence openers.

**Fourth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.W.3.1 Students are able to apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use punctuation and capitalization to clarify meaning (for example: commas in a series, dates, addresses; beginning and ending quotation marks; abbreviations, initials, acronyms); • write the four forms of sentences in simple and compound structures; • use parts of speech correctly and apply principles of agreement (for example: irregular plurals of nouns, correct verb tense, state of being verbs, subject pronouns); • use spelling strategies in drafting and editing; • edit final copies for mechanics, spelling, and appearance (for example: legible handwriting and/or keyboarding, indenting and spacing of paragraphs).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.W.4.1 Students are able to gather, organize, and explain (using main idea and supporting details) in writing what is known about selected content area topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use information gathered from the internet, interviews, reference books, magazines, newspapers, and textbooks; • use organizational strategies in planning (for example: webbing, Inspiration software, listing, simple outlining); • use a main idea and supporting details to explain what is known about a selected topic (for example: mathematical and science processes and thinking).

**Fourth Grade Writing
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • apply style, format, focus, and organization appropriate to a specific purpose and audience; • improve effectiveness and accuracy with elaboration in the revision process; • exhibit advanced control of fundamental language conventions; • elaborate understanding of content area topics through writing.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • use appropriate focus and organization when writing narrative and descriptive pieces; • revise writing to improve clarity of meaning and enhance the accuracy of the content; • apply conventions including a variety of punctuation and the different sentence forms during drafting and editing; • explain understanding of content area topics through writing.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • begin to use appropriate style, format, focus and organization when writing for a specific purpose and audience; • show improvement in effectiveness and accuracy through the revision process; • begin to show control in using fundamental conventions of language; • begin to show some understanding of content area topics.

**Fourth Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	4.L.1.1 Students are able to critically listen to and focus on the speaker. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • listen to and share responses in group learning activities; • describe how verbal and non-verbal cues influence mood and message (for example: after an oral reading, describe how the reader's expression and gestures impacted understanding of the story).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	4.L.2.1 Students are able to summarize and/or paraphrase what is seen or heard. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • distinguish between facts and opinions; • make connections to prior knowledge and draw conclusions; • identify ways presentation influences the listener.
(Comprehension)	4.L.2.2 Students are able to use technological, artistic, and graphic organization strategies to assist in retaining and retrieving information. For example: video camera, tape recorder, sketches, paintings, models, diagrams, charts, webs

**Fourth Grade Listening and Viewing
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate the appropriateness of individual and group listening behaviors;• analyze and evaluate what is seen and/or heard;• select and use technological, artistic, and graphic organization strategies to assist in retaining information.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• listen critically to and focus on the speaker;• summarize and/or paraphrase what is seen or heard;• use technological, artistic, and graphic organization strategies to assist in retaining information.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none">• listen to and focus on the speaker;• retell what is seen and heard;• use organizational strategies, with assistance, to assist in retaining information.

**Fourth Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.S.1.1 Students are able to use complete sentences to express ideas and convey information in a clear and organized manner. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • make narrative and informative presentations that provide facts, details, examples, and descriptions; • present effective introductions and conclusions that guide and inform the listener; • use familiar and unfamiliar vocabulary words to discuss and explain ideas across content areas.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>4.S.2.1 Students are able to apply expanding vocabularies and conventions of language to speak effectively in different situations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • determine the use of formal or informal language appropriate to the situation; • use correct subject-verb agreement, pronoun-antecedent agreement, and verb tense when speaking; • explore appropriate rhythm and pace to emphasize key ideas.
(Application)	<p>4.S.2.2 Students are able to use informational and dramatic presentation strategies when communicating orally. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • emphasize meaning by use of non-verbal cues (for example: gestures, facial expressions); • clarify and support key ideas through the use of appropriate props (for example: objects, pictures, charts); • use notes or memory aids to structure presentations; • use the tools of technology to enhance spoken messages; • explore how surroundings affect communication.

**Fourth Grade Speaking
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• present oral information in an organized manner to inform, persuade, give directions, entertain, and express personal opinions;• refine and support oral communication through the use of various presentation strategies and tools.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• use complete sentences to express ideas and convey information in a clear and organized manner;• apply expanding vocabularies and conventions of language to speak effectively in different situations;• use presentation strategies when communicating orally.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none">• present oral information in one or two different settings;• recognize differences between formal and informal language;• participate in activities that incorporate limited presentation strategies.

Fifth Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.W.1.1 Students are able to use the writing process to produce narrative and descriptive pieces with clear organization, focused topic and supporting detail. To meet this standard students may:</p> <ul style="list-style-type: none"> • develop stories and personal narratives using dialogue and quality details; • write to describe settings, characters, historical events, and personal response to literature; • use appropriate voice to share information with a specific audience; • use strategies to organize ideas in prewriting and drafting (for example: brainstorming, graphic organizers, simple outlining, sketching, questioning techniques); • present ideas and events in sequence and use a concluding or summarizing paragraph; • use process strategies to respond to a writing prompt within limited time constraints.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>5.W.2.1 Students are able to evaluate and revise writing to improve organization of ideas, and the accuracy and effectiveness of content. To meet this standard students may:</p> <ul style="list-style-type: none"> • select words that are expressive, content appropriate, and precise to provide clarity and focus; • use revision strategies to improve sequencing and organization; • conference with others to obtain feedback regarding clarity; • use technology tools (for example: e-mail, spell check, grammar check); • examine literary works that model effective writing; • analyze the style and techniques of published authors for word choice, sentence fluency, and voice; • improve fluency by adding, deleting, combining, and rearranging sentences.

**Fifth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.W.3.1 Students are able to apply grade appropriate mechanics, grammar, usage, and spelling conventions during drafting and editing. To meet this standard students may:</p> <ul style="list-style-type: none"> • use punctuation and capitalization to clarify meaning (for example: commas with appositives, interjections, beginning phrases; quotation marks in dialogue and titles of short works; apostrophes in plural possessives); • begin to use a style handbook to verify correct conventions; • use conjunctions to join compound sentences; • use parts of speech correctly (for example: adjectives, object pronouns, coordinating conjunctions, state of being/linking verbs); • apply principles of agreement; • edit final copies for mechanics, spelling, and appearance (for example: legible handwriting and/or keyboarding); • use technology and other resources for editing (for example: word searches, thesaurus, outlining packages, spell/grammar check).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.W.4.1 Students are able to use different sources, gather and organize information, and summarize in writing what is known about selected content area topics. To meet this standard students may:</p> <ul style="list-style-type: none"> • use information gathered from the internet, interviews, reference books, magazines, newspapers, and textbooks; • use organizational strategies in planning (for example: webbing, Inspiration software, listing, outlining); • summarize information gathered from different sources by writing it into an organized and coherent product.

**Fifth Grade Writing
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none"> • use conventions of language to enhance the message in their writing; • use descriptive vocabulary; • exhibit a unity of form and content in the elaboration of their writing; • select and use appropriate styles, organization, and format according to purpose and intended audience when writing a variety of literary forms; • use examples from a wide variety of sources to clarify and extend the meaning of their writing.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none"> • write with clear organization and appropriate format; • revise writing to improve organization of ideas and accuracy of content; • use fundamental conventions of language, paragraph form, and descriptive vocabulary; • use examples from various sources to interpret and explain content information.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none"> • demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate to the reader; • write using some supporting details and organization appropriate to the task; • use examples from limited sources to relate information.

**Fifth Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>5.L.1.1 Students are able to apply and evaluate appropriate listening behaviors in individual and group settings. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • discuss listening behaviors they have observed; • analyze and self-monitor how verbal and non-verbal cues influence mood and message; • write a reflective response of how behavior was affected by gestures and comments of group members.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>5.L.2.1 Students are able to determine the importance of information that is seen and heard. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • ask questions to determine the intended meaning and purpose of the speaker's message in individual and group situations; • make comparisons to other sources and to prior knowledge.
(Synthesis)	<p>5.L.2.2 Students are able to independently select and use technological, artistic, and graphic organization strategies to organize and retain information according to topic or subject.</p> <p>For example: video camera, tape recorder, sketches, paintings, models, diagrams, charts, webs</p>

**Fifth Grade Listening and Viewing
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate critically the appropriateness of listening behaviors;• analyze and critique a variety of listening and viewing events;• select independently and use technological, artistic, and graphic organization strategies to retain, retrieve, and evaluate information.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• apply and evaluate appropriate listening behaviors;• determine the importance of what is seen and/or heard;• select and use technological, artistic, and graphic organization strategies to assist in retaining information.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• listen to and focus on the speaker;• summarize what is seen or heard;• use technological, artistic, or graphic organization strategies that are provided to assist in retaining information.

Fifth Grade Speaking Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.S.1.1 Students are able to present oral information in an organized manner, supporting it with appropriate details and examples. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • present orally information describing how to do or make something; • use listener response to determine clarity of message; • use appropriate structures for conveying information (for example: correct sequencing, cause and effect, similarity and differences, posing and answering questions).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>5.S.2.1 Students are able to select and use strategies that facilitate clear speech in daily conversations and other discussions. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • choose grammar and sentence structures appropriate to the audience and purpose; • use precise, descriptive language when speaking (for example: verbs, adjectives, and adverbs specific to the situation); • choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.
(Application)	<p>5.S.2.2 Students are able to support informational communication through the use of various presentation strategies and tools. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • engage the audience with non-verbal cues; • use visual aids and graphic representations to reinforce/support main ideas and information; • select strategies and technology tools to support delivery (for example: speaking notes, memory aids, PowerPoint); • explore how environmental factors can impact communication (for example: space, audience size).

**Fifth Grade Speaking
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• present oral information and use various presentation tools and strategies to narrate and describe;• speak precisely, using descriptive and situation-specific language;• refine and support oral communication through the use of various presentation strategies and tools.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• present oral information in an organized manner, supported with detail and examples;• speak clearly, using descriptive language in conversations and discussions;• support oral communication through the use of various presentation strategies and tools.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• use complete sentences and conventions of language to convey information;• use limited presentation strategies with support.

**Writing Standards
3-5**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Third Grade	Fourth Grade	Fifth Grade
3.W.1.1 (Application) Use strategies to write narrative and descriptive pieces.	4.W.1.1 (Application) Use strategies to write narrative and descriptive pieces with focus and organization.	5.W.1.1 (Application) Use the writing process to produce narrative and descriptive pieces with clear organization, focused topic, and supporting detail.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Third Grade	Fourth Grade	Fifth Grade
3.W.2.1 (Application) Revise writing to improve clarity of description and action.	4.W.2.1 (Application) Revise writing to improve clarity of meaning and accuracy of content.	5.W.2.1 (Evaluation) Evaluate and revise writing to improve organization of ideas, and the accuracy and effectiveness of content.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Third Grade	Fourth Grade	Fifth Grade
3.W.3.1 (Application) Apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing.	4.W.3.1 (Application) Apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing.	5.W.3.1 (Application) Apply grade appropriate mechanics, grammar, usage, and spelling conventions during drafting and editing.

**Writing Standards
3-5**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Third Grade	Fourth Grade	Fifth Grade
3.W.4.1 (Application) Gather and organize information, and write about simple content area topics.	4.W.4.1 (Application) Gather, organize, and explain (using main idea and supporting details) in writing what is known about selected content area topics.	5.W.4.1 (Application) Use different sources, gather and organize information, and summarize in writing what is known about selected content area topics.

Listening and Viewing Standards 3-5

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Third Grade	Fourth Grade	Fifth Grade
3.L.1.1 (Comprehension) Listen attentively and focus on the speaker.	4.L.1.1 (Application) Critically listen to and focus on the speaker.	5.L.1.1 (Analysis) Apply and evaluate the appropriate listening behaviors in individual and group settings.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Third Grade	Fourth Grade	Fifth Grade
3.L.2.1 (Comprehension) Retell or explain what is seen and heard.	4.L.2.1 (Analysis) Summarize and/or paraphrase what is seen or heard.	5.L.2.1 (Evaluation) Determine the importance of information that is seen and heard.
3.L.2.2 (Knowledge) Use technological, artistic, and graphic organization strategies that have been provided to assist in retaining information.	4.L.2.2 (Comprehension) Use technological, artistic, and graphic organization strategies to assist in retaining and retrieving information.	5.L.2.2 (Synthesis) Select independently and use technological, artistic, and graphic organization strategies to organize and retain information according to topic or subject.

Speaking Standards 3-5

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Third Grade	Fourth Grade	Fifth Grade
3.S.1.1 (Comprehension) Present oral information in a clear and organized manner.	4.S.1.1 (Application) Use complete sentences to express ideas and convey information in a clear and organized manner.	5.S.1.1 (Application) Present oral information in an organized manner, supporting it with appropriate details and examples.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Third Grade	Fourth Grade	Fifth Grade
3.S.2.1 (Comprehension) Differentiate between formal and informal language and use descriptive vocabulary when speaking for different purposes.	4.S.2.1 (Application) Apply expanding vocabularies and conventions of language to speak effectively in different situations.	5.S.2.1 (Application) Select and use strategies that facilitate clear speech in daily conversations and other discussions.
3.S.2.2 (Comprehension) Participate in informational and dramatic communication activities that incorporate various presentation strategies.	4.S.2.2 (Application) Use informational and dramatic presentation strategies when communicating orally.	5.S.2.2 (Application) Support informational and dramatic communication through the use of various presentation strategies and tools.

